AF Middle School History Program Overview

Overview

The purpose of this document is to clarify the core programmatic tenets of the Achievement First Middle School History Program and explain how each of these tenets lives within curriculum and instruction on multiple levels: in the 5-8 course of study, at each grade level, in each instructional unit, and in daily instruction. This detailed version of the Program Overview is structured for teachers, academic deans, and teacher coaches.

Part 1: High-Level Program Overview

Alignment to our Mission

Public education is historically rooted in civic education. This commitment to the academic and character preparation of young citizens is at the heart of Achievement First's mission. The History classroom is a prime place to pursue this mission: a content rich and intensive literacy environment aligns to our commitment to a rigorous college-ready education, and the nature and approach to content in the classroom powerfully integrates character education in the history classroom. As we express to our scholars, "In order to change the world, we must first understand it." The history classroom is a prime place to build this understanding on the behalf of our future leaders.

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AF Middle School History Program Tenets

AF's Middle School History Program Should Aim to:

1. **Build essential background knowledge anchored in universal, transferable concepts.** Knowledge about the world is essential for many reasons: it helps one understand the how the world came to be the way it is today, it helps one connect to and navigate today's complex world, it serves as vital background knowledge for literacy purposes, and it is the vital knowledge that every active citizen needs to make an impact. Fragmented knowledge is not as meaningful on its own, though – simply memorizing facts and dates does not comprise a powerful history curriculum. It is the connection of concrete knowledge to larger, more transferable ideas that makes an effective history curriculum "sticky."

2. **Aggressively build nonfiction reading, communication, and writing skills.** Daniel Willingham, a cognitive scientist at the University of Virginia puts it simply: "Teaching content is teaching reading." Not only will we support literacy through content, but we will also aggressively build key nonfiction reading, discussion, and writing skills. In the middle school history program, critical literacy skills are woven into every day of instruction. These skills are aligned to the Common Core State Standards and often pull directly from the standards themselves. In addition to literacy skills, the History Program also addresses important social science-specific skills like periodization, interpreting graphic displays of information, and analyzing primary sources. Together, these skills comprise the skill strands of the History Program, all of which draw from and integrate state and national standards.

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3. **Intentionally integrate content and skill instruction on a daily basis.** Prioritizing teaching content and teaching skills need not be in tension with one another. In fact, content and skill instruction are most effective when integrated. Our program is rich in the practice of research, reading, writing, speaking and listening, citizenship, and social science skills. In order to ensure that literacy and social science-related skills remain a key focus in the middle school history program, a number of key curricular structures are in place:

- Common Core aligned skill aims are identified for every content aim and explicitly identified in the curriculum resource documents (see the 5th column below: Skill Aim).
- Moreover, skills are integrated with content in the very structure of lesson aims, typically in the form of a "by" statement that follows the content aim (see the highlighted text in the 6th column below: Suggested Integrated Aim).
- Additionally, primary or secondary source texts are identified for the vast majority of instructional days to ensure that rigorous informational text is at the front and center of instruction.

All of this is organized in curriculum resource documents, entitled Unit Resource Matrices. Additionally, in order to ensure that the range of literacy skills – reading, speaking and listening, and writing – are incorporated in the curriculum, there are clearly delineated lesson types in the History Program. These include

i. **Reading to Learn**: Teacher modeling focuses on reading instruction for this lesson type, although reading, speaking and listening, and writing skills are the focus of this lesson type.
ii. **Simulations/Experiential Learning**: Speaking-listening and reading skills are the primary focus of this lesson type, although students also write to take notes and compose a written assessment at the close of the lesson.
iii. **Reading to Write**: Teacher modeling focuses on writing instruction for this lesson type, although reading, speaking and listening, and writing skills are the focus of this lesson type.
iv. **Discussion**: Speaking and listening skills are the primary focus of this lesson type, although students cite textual evidence, record discussion notes prior to and during instruction, and compose written assessments at the end of discussion.
v. **Writing**: Writing skills are the primary focus of this lesson type, although students are citing evidence from texts as they compose on-demand or process-based writing.

One-third to one-half of lessons focus on reading text to acquire information. Once student content understanding has progressed to a certain level, they engage in rigorous text-based discussion in order to grapple with higher-order questions about content (in the form of scaffold essential questions), and then compose an evidence-based written argument as a final performance assessment.

4. **Encourage rigorous, evidence-based thinking and argumentation grounded in varied primary and secondary source texts.**

   Putting the previous programmatic tenets together,

   - Every day of instruction has a content focus, and this focus builds over time toward answering a larger question. In this way, scholars learn both content and transferable concepts.
   - Skills are identified for each lesson, integrated with content aims, and paired with texts.
   - Lesson types are identified for each day of instruction, and these types progress from reading to discussion to writing.

   There are detailed planning guides and lesson planning templates on Better Lesson for each lesson type so that teachers have a clear picture of excellence for how content and skill integration should look for each lesson. Teachers also engage in professional development and ongoing collaborative planning in order to develop the knowledge and skills necessary to both plan and execute these lesson types.

5. **Reconcile multiple and diverse perspectives from the past and present.** Civics education is at the heart of preparing our scholars to become future leaders in their communities. Not only must they know about the world, they must also display the character necessary to engage in a complex world. It is our responsibility to ensure that students have access to widely shared knowledge so that they can interact and compete in the world in which we live. At the same time, it is vital that students see themselves reflected in the curriculum. We strive to do both of these things in the History curriculum.

   Embedded character instruction is richly woven into the fabric of our curriculum. Character instruction will be provided explicitly through the many ways social studies concepts affect students' lives today—in the use and abuse of power, discrimination, democratic involvement, the value of social services, and human use of the environment.

Backwards-designed, rigorous content paired with college-ready skills aimed at developing socially active young learners.

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Course of Study, Curriculum at a Glance

Grade	Course	Content Units	Key Skills
5	**World History I: *Geography and Ancient Civilizations***	▪ Geography – "Setting the Stage" ▪ Human Beginnings ▪ Early Civilizations ▪ Egypt and Kush ▪ Researching Ancient Civilizations	▪ Map Analysis ▪ Timeline Skills ▪ Nonfiction Text Features ▪ Nonfiction Main Ideas ▪ Nonfiction Text Structures ▪ Nonfiction Summaries
6	**World History II: *Comparative Case Studies, 600 B.C. - 1500***	▪ Comparative World Religions ▪ Comparative Political Systems ▪ European Powers ▪ Comparative Cultural Achievements ▪ The Columbian Exhange	▪ Spiraled Review of 5th Grade Nonfiction Reading Skills ▪ Multiple Debate/Seminar Discussion Skills ▪ Multiple Argumentative Essay Skills
7	**US History I: *Colonization through the Civil War***	▪ Geography & Diversity of Colonial America ▪ The Road to Independence ▪ The Legacacy of the U.S. Constitution ▪ Westward Expansion ▪ A House Divided: The Civil War	Primary Source Skills ▪ Comprehend & Analyze Sources ▪ Compare and Constrast Sources ▪ Evaluate Sources for Bias ▪ Combine Multiple Sources DBQ Essays
8	**US History II: *Reconstruction through the Civil Rights Movement***	▪ Post-Civil War Legislation ▪ Industry, Immigration, & Reform ▪ Industry, Imperialism, and WWI ▪ The Great Depression and WWII ▪ Researching 20th-21st Century Rights Movements	▪ Cumulative Primary Source Skills (see 7th) ▪ Cumulative Seminar Skills (see 6th) ▪ DBQ Essays ▪ Mutliple Research Skills

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AF Middle School History Program Logistics

In order to achieve these program tenets, the following time and talent should be dedicated to History instruction:

Program Logistics	Brief Rationale
Full-Year History in Grades 5-8	In order for our scholars to develop the necessary background knowledge, history and literacy skills, and academic habits to be successful in our rigorous high school course of student, it is paramount that our scholars participate in history classes throughout each academic year. The middle school history course of study builds strategically unit to unit, year to year, and our scholars need to engage in each and every unit and day of instruction. All of Achievement First schools will be fully-aligned to this program element in SY 13-14.
Dedicated History Teacher Per Grade	Middle school history teachers are tasked with a significant job: they need to teach conceptual structures so that students can grasp patterns across time and place; they need to teach the history of the world and the United States; they need to teach geographic, economic, civic, political, and anthropological content and skills in addition to history; and they need to teach students to read, write, and speak about complex informational texts, both primary and secondary. Given the multiple important priorities addressed in the history program, History teachers need to specialize in a single grade and subject in order to have the necessary time and space to master their practice, thereby fulfilling their task.
60 Minute Class Periods - ***4 days/week with rotating instructional time on Fridays***	First and foremost, with the aggressive focus on nonfiction literacy in the History program, spending more time in History class amounts to aligning more class time to the instructional shifts indicated by the Common Core Literacy Standards: building knowledge through content-rich nonfiction; reading, writing, and speaking grounded in evidence from text; and regular practice with complex text and academic language. Second, with TCP in place, fairness becomes a significant issue. Since scholars must demonstrate comprehensive conceptual, content, and skill mastery on the same end of year assessments, if they have unequal class periods, then they are not on an equal playing field. A scholars who has 40 minutes of class time compared with a scholar who has 60 minutes of class time amounts to the latter scholar receiving an additional 63 hours/days of instruction. (This works out to 48 less hours of instruction for 45 minute class periods and 32 less hours of instruction for 50 minute class periods.) Third, unequal class periods create a significant problem for shared planning: it has been very challenging for teachers to share lesson plans and materials when they are dealing with differing instructional times. This negatively impacts collaboration and sustainability.
Content Roll-off Friday Schedule	In a nutshell, Content Roll-Off Fridays are embedded in school schedules so that a different group of teachers (ELA, Math, History, Science) is "rolled off" of their teaching and other duties for the morning up until afternoon PD (this amount to about 5 hours of professional development time every 5 weeks or so). During this time, teachers gather across the schools to engage in key collaborate repeatedly-do structures to advance their practice. We piloted Content Roll-Off Fridays with teachers in Brooklyn during the 12-13 school year, and compared with the multiple avenues of PD over the past 6 years (2 hr content days on Fridays, AF-Wide PD Day, single PD at schools, etc.), Content Roll-Off Fridays have been by far the most powerful lever in driving teacher development and student achievement forward. The structure, amount of time, and frequency of these days have created the

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	space to develop a strongly connected and collaborative team of teachers in Brooklyn, implement a series of skill-building repeatedly-do structures for teachers that drive student achievement priorities forward, and allow for intensive co-planning to develop and deepen teacher knowledge and skill.
Equity in Content Education for All Scholars, i.e. no pulling scholars from History class for interventions	Although we can made an effort to prevent schools from pulling scholars from history and science classes through communication, scheduling recommendations, and problem-solving, this is still happening at a number of schools. This amounts to scholars being pulled from core classes and falling behind their peers. In the short term, if/when scholars return to class, they experience huge content and skill gaps that are very difficult to close; this amounts to frustration for scholars and teachers. Also, scholars simply miss out in both the joy and importance of learning key information about the world. In the long-term, these content and skills gaps widen so that scholars' options of successfully taking an AP class are dramatically reduced (noting that the HS History Course of Study has the most AP offerings of any subject, i.e. AP World, AP US, and co-owning AP Lang), which in turn reduces the likelihood of getting into - and succeeding in - college. In short, we fall short on our mission, our promise to scholars and families.
Academic Dean Ownership of School-Site History Program and Coaching	In the past, Academic Deans have historically focused solely on ELA, given the high degree of prioritization we as a network have placed on reading. History teachers have been typically "farmed out" to multiple coaches (from busy principals to Deans of Culture to teachers to external consultants). This has resulted in a lack of collaboration with History and ELA, a lack of clear school-based ownership of History instruction, a lack of clear and focused development of History teachers, and overreliance on the network (i.e. Ali) to provide necessary support for teachers. As our network scales, we can no longer effectively support such a system – and it simply makes sense for Academic Deans, i.e. Humanities Deans to own both History and ELA instruction. That way, the vital collaboration around Common Core Literacy Standards occurs, schools deeply own History instruction, and History teachers are effectively developed alongside ELA teachers.

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Part 2: Detailed Program Overview

The remainder of this document contains a detailed overview of the Middle School History Program. Information is organized under each of the five programmatic tenets listed in the high-level program overview.

Program Tenet #1: Build essential background knowledge anchored in universal, transferable concepts

Knowledge about the world is essential for many reasons: it helps one understand the how the world came to be the way it is today, it helps one connect to and navigate today's complex world, it serves as vital background knowledge for literacy purposes, and it is the vital knowledge that every active citizen needs to make an impact. Fragmented knowledge is not as meaningful on its own, though – simply memorizing facts and dates does not comprise a powerful history curriculum. It is the connection of concrete knowledge to larger, more transferable ideas that makes an effective history curriculum sticky.

The rest of this section details the content framework of the History curriculum on three levels:

1. Year-long content summaries: This section provides a content overview of the Middle School History Program by grade level.
2. Unit structures: This section explains how history units are structured to fuse big ideas with concrete historical knowledge.
3. Daily aims: This section explains how daily learning objectives are intentionally sequenced toward larger learning goals.

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Year-Long Content Summaries

This section provides a content overview of the Middle School History Program by grade level.

Grade	Content Summary
5th Grade	***What is the relationship between geography, prosperity, and power?*** The fifth grade curriculum is designed to introduce students to the study of geography, archaeology, and ancient history. The overarching essential question for the year is "What is the relationship between geography, prosperity, and power?" The first three units focus on introducing key concepts and skills to students that will help them to answer this question. In the last two units of the year students have an opportunity to apply the larger ideas they've learned about geography, human-environment interaction and political organization to analyze a variety of ancient civilizations. In Unit 1 scholars begin by learning how to navigate and read a map, along with the basics of how to predict human-environment interactions based on the geography of a location. Students focus on what each type of map is used for and begin to explore how people's geography and lives differ throughout the world. In Unit 2, scholars do more in-depth case studies of a variety of locations to learn more about adaptations, migration, and scarcity. They end Unit 2 by learning about the lives of five groups of hominids during the Paleolithic Age and then discussing the positive and negative consequences of the advent of farming during the Neolithic Revolution. In Unit 3, scholars dive more deeply into the ancient past by learning about the Sumerians and their transformation from small farming villages into city-states, a civilization, and finally a series of Mesopotamian empires. After this unit, students will have learned most of the framing ideas that are important for answering the fourth question. As a result, Unit 4 adds on just the definition of prosperity and allows students to apply their understanding of human-environment interaction and political organization to two new civilizations—Egypt and Kush. In Unit 5, students take the same essential questions we have been working with all year and do their own research on the development of a different ancient civilization to compare and contrast it to the ones we learned about over the course of the year.

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Grade	Content Summary
6th Grade	***What patterns among systems of belief, systems of government, and systems of power can be found across history?*** The 6th grade year-long essential question covers a wide range of systems (beliefs, government, and power). However, the important idea that we want scholars to grasp is that history has patterns, and similar ideas recur throughout many different societies and many different time periods and that these systems are all interrelated. These ideas are first taught through a study of world religions where scholars come to the conclusion that many of the tenets and beliefs of different religions are actually incredibly similar. Then we study ancient civilizations with a focus on government, social class structures, and culture to again find patterns and similarities across different societies.
7th Grade	***What does it mean to be American? What ultimately caused the Civil War?*** The two 7th grade essential questions guiding scholars' study of the first half of American history are "What does it mean to be American?" and "What ultimately caused the Civil War?" From Native American and colonial cultures, up through the Civil War, scholars will examine how a wide variety of socio-cultural groups throughout American history have both gained and been denied rights and power, and evaluate how and why they have been included or excluded from the protections guaranteed by founding documents such as the Declaration of Independence and the U.S. Constitution. They will understand the United States' complex history of cooperation and conflict amongst different groups and appreciate the diverse impact they have had in shaping historical events and what it means to be "American." Additionally, by the end of the year, scholars will also be able to articulate what caused the United States to go to war with itself, linking the tensions between the North and South all the way back to geographic differences and human adaptations during the colonial era.

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Grade	Content Summary
8th Grade	***To what extent is America a land of opportunity? To what extent have we experienced a rights revolution?*** Over the course of the 8th grade curriculum, students wrestle with both the expansion and limitations of opportunities for various groups of Americans. In Unit 1, they study the impact of post-Civil War legislation on three key groups: African Americans during Reconstruction, Native Americans from the mid to late 1800s through the turn of the century, and women through 1919 when suffrage legislation was passed. In Unit 2, they continue to wrestle with these questions as they examine the influx of immigration at the turn of the twentieth century, the state of urban life with the rise of industrialization, and the work of the Progressives to obtain rights on the behalf of immigrants, child laborers, and the working poor. In Units 3 and 4 we move away from these themes in order to focus on the impact of industrialization on both the world and the United States. Students wrestle with important questions about the appropriate role of government, especially in response to crises like the Great Depression and World War II. Unit 5 serves as the capstone unit for the course. Students return to the year-long essential questions as they learn about the Civil Rights Movement and then engage in research examining the extent to which key groups they have previously studied (Native Americas, African Americans, immigrants, women, and laborers) have experienced a rights revolution over the course of United States history .

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Unit Structure

This section explains how history units are structured to fuse big ideas with concrete historical knowledge.

Within units, content is intentionally chunked into power standards, and power standards are in turn align to scaffolded essential questions. These scaffolded questions, in turn, build up toward the full unit essential question. In this way, content is constantly anchored in key concepts so that students gain understanding of big ideas that they can apply critically across time and place. Below is an example of the corresponding power standards and scaffold essential questions of a 7th grade history unit:

Unit 2: The Road to Independence

When is it justifiable to overthrow a government, and by what means?

In Unit 2, scholars will learn about the causes of the American Revolution, and answer the question, "When is it justifiable to overthrow a government, and with what means." They start the unit learning about the Enlightenment ideas that served as a foundation for the ideals of the Revolution, then move into tracing the trajectory of the growing tension between England and the colonies, and the colonies' increasingly violent means of protest. Along the way, scholars will be evaluating which types of protest are justifiable, and when it is justifiable to use them. At the end of the unit, scholars will engage in a Socratic seminar connecting the American Revolution to the Arab Spring.

Content Power Standards	Scaffold Essential Questions
7.6 Early Democratic Developments: SWBAT summarize the early development of representative democracy in the colonies.	***What is democracy? To what extent were the colonies democratic?***
7.7 The French and Indian War: SWBAT explain how the French and Indian War impacted relations between England and the colonies.	***How did economic issues cause tensions between the colonists and England? To what extent are colonies economically responsible for their self-defense?***
7.8 Pre-Revolutionary Tensions: SWBAT evaluate the extent to which acts of colonial rebellion were justifiable.	***To what extent were the colonists justified in their acts of rebellion toward the British? To what extent were various means of rebellion justifiable? Do the means always justify the ends?***
7.9 The American Revolution: SWBAT articulate the main reasons why the Continental Army was able to defeat the British in the Revolutionary War, despite the enormous odds stacked against them.	***To what extent was American independence a result of colonists actually succeeding in overthrowing the power of Great Britain vs. a result of outside circumstances?***

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7.10 Independence Movements of the late 18th Century/The Arab Spring	***When is it justifiable to overthrow a government… and by what means?***

Daily Aims

This section explains how daily learning objectives are intentionally sequenced toward larger learning goals.

Within each content power standard, aims are carefully sequenced in order to scaffold towards mastery of the rigorous power standard. In this way, students learn concrete content about history in a progressively rigorous manner that builds towards larger understandings. In order to illustrate this with examples, a couple aims sequences within the 7th grade history unit referenced above are detailed below:

Content Power Standard: 7.6 Early Democratic Developments - *SWBAT summarize the early development of representative democracy in the colonies and evaluate the extent early political structures in the colonies were democratic.*
Corresponding Scaffold Essential Questions: *What is democracy? To what extent were the colonies democratic?*
Corresponding Content Aims Sequence:

- SWBAT define and explain the concept of the social contract.
- SWBAT describe and explain the concepts of "state of nature" and "natural rights" in order to better define democracy.
- SWBAT explain how political and intellectual developments in England set the stage for self-government in the colonies.
- SWBAT evaluate the extent to which the Mayflower Compact was democratic (upheld natural rights and fulfilled the social contact).
- SWBAT evaluate the extent to which the following political structures in the colonies were democratic: New England town meetings, Virginia House of Burgesses, and the Fundamental Orders of Connecticut.

Content Power Standard: 7.8 Pre-Revolutionary Tensions - *SWBAT evaluate the extent to which acts of colonial rebellion were justifiable.*
Corresponding Scaffold Essential Questions: *To what extent were the colonists justified in their acts of rebellion toward the British? To what extent were various means of rebellion justifiable? Do the means always justify the ends?*
Corresponding Content Aims Sequence:

- SWBAT describe the spectrum of political loyalties in the colonies, ranging from Loyalists to Radical Patriots.
- SWBAT evaluate the extent to which colonial rebellions regarding the Stamp Act were justifiable.

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- SWBAT evaluate the extent to which colonial rebellions regarding the Tea Act were justifiable.
- SWBAT evaluate the extent to which colonial actions and reactions during the "Boston Massacre" were justifiable.
- SWBAT evaluate the extent to which political gatherings amongst colonial patriots were justifiable.
- SWBAT evaluate the extent to which colonial actions during the battles of Lexington and Concord rebellions were justifiable.
- SWBAT evaluate to what extent various means of rebellion were justifiable.

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Program Tenet #2: Aggressively build nonfiction reading, communication, and writing skills

In the middle school history program, critical literacy skills are woven into every day of instruction. These skills are aligned to the Common Core State Standards and often pull directly from the standards themselves (see Appendix A for the Common Core Literacy Standards for History/Social Studies). In addition to literacy skills, the History Program also addresses important social science-specific skills like periodization, interpretation graphic displays of information, and analyzing primary sources. Together, these skills comprise the skill strands of the History Program, all of which draw from and integrate state and national standards. The History Program skill strands, alongside their accompanying skills standards, are listed below:

Strand	Corresponding Skill Standards	Sample Skill Power Standards	Aligned Common Core Standards
Research	**Pose Questions**: SWBAT demonstrate inquisitiveness by posing researchable questions of suitable scope and significance.	Pose Researchable Questions: SWBAT pose researchable questions or problems about topics that are either presented or self-determined.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
		Generate Questions of Suitable Scope: SWBAT generate research questions that appropriately strike a balance between breadth and specificity.	
		Pose Questions of Significance: SWBAT pose research questions that delve into the core ideas, methods, and controversies of an academic field.	
	Collect and Interpret Information: SWBAT strategically gather, organize, and interpret information from a variety of sources in order to answer a research question.	Gather Information Strategically: SWBAT apply appropriate strategies and methodologies to explore answers to research problems and questions, i.e. surveying, interviewing, observing.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
		Organize Information: SWBAT sort/classify/organize information so that it can be incorporated into a coherent paper or report.	
		Paraphrase, Quote, and Cite Sources: SWBAT purposefully paraphrase and directly quote from sources in order to convey information gathered through research, properly using conventions to cite their sources.	
	Synthesize and Present Information: *See Writing and Communication Strands.*		Draw evidence from informational texts to support analysis reflection, and research.

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Strand	Corresponding Skill Standards	Common Core Standard for Literacy in History	Associated 5-8 Common Core Standards
Reading	*N/A – We're aligning our Reading standards directly to the CCSS*	**Key Ideas and Details**	1. Cite specific textual evidence to support analysis of primary and secondary sources.
			2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
			3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).
		Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
			5. Describe how a text presents information (e.g., sequentially, comparatively, causally)
			6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
		Integration of Knowledge and Ideas	7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
			8. Distinguish among fact, opinion, and reasoned judgment in a text.

Strand	Corresponding Skill Standards	Sample Skill Power Standards	Aligned Common Core Standards
Evidenc	**Analyze Sources**: SWBAT analyze a variety of primary and secondary sources.	Analyze Sources: SWBAT extrapolate key information from primary and secondary sources, both in accordance with pre-established questions, i.e. DBQ's, and in accordance with a broader purpose, i.e. compiling research.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
		Contextualize Sources: SWBAT socio-culturally and historically contextualize primary and secondary sources so as to demarcate the limits of credible information particular sources can provide.	6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
		Compare and Contrast Sources: SWBAT analyze competing and conflicting explanations of an event or issue to determine the strengths and flaws in each portrayal and any commonalities among or distinctions between them.	6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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		Combine Multiple Sources: SWBAT synthesize the results of an analysis of competing and conflicting descriptions of an event, issue, or phenomenon into a coherent explanation, stating the interpretation that is most likely correct or most reasonable, based on the available evidence.	7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Evidence	**Evaluate Evidence:** SWBAT evaluate information for its uses and limitations, potential bias, and employment of sound reasoning.	Distinguish Fact from Opinion: SWBAT distinguish facts from opinions.	8. Distinguish among fact, opinion, and reasoned judgment in a text.
		Determine Uses and Limitations of Evidence: SWBAT determine the uses and limitations of data, material, and sources with regard to quality of content, validity and credibility of claims, and relevance to the purpose at hand.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.
		Evaluate Evidence for Bias: SWBAT evaluate information for evidence of bias, value-laden words, and propaganda.	6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
		Evaluate Reasoning: SWBAT evaluate provided evidence for logical reasoning, sound conclusions, and potentially contentious or inconsistent claims.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.
	Use Evidence	Cite Evidence: SWBAT cite (according to conventions) relevant, accurate, and sufficient evidence to support a claim.	1. Cite specific textual evidence to support analysis of primary and secondary sources.
		Explain/Elaborate Evidence: SWBAT clearly and persuasively elaborate upon evidence to explain how it supports the claim at hand.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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Strand	Corresponding Skill Standards	Sample Skill Power Standards	Aligned Common Core Standards
Communication	**Classroom Discussion**: SWBAT meaningfully contribute to classroom discussions in a way that demonstrates careful consideration of other participants and their viewpoints.	Speak and Question Clearly and Effectively: SWBAT contribute meaningfully to the discussion using clear, articulate, and sophisticated speech, as well as professional tone and body language.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
		Incorporate Statements of Others: SWBAT demonstrate careful listening during discussions by meaningfully incorporating the statements of others, as well as summarizing and advancing the discussion when appropriate.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
		Demonstrate Openness and Flexibility: SWBAT acknowledge accurate critiques and challenges to their thinking, demonstrating intellectual openness and flexibility by a willingness to shift or change positions.	
	Professional Presentation: SWBAT prepare and deliver professional and original presentations.	Control Voice and Body: SWBAT clearly enunciate words, adequately project volume, maintain eye contact with the audience, and demonstrate meaning and confidence through the use of body language and gestures.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
		Demonstrate Careful Preparation: SWBAT demonstrate careful preparation for presentations by aligning delivery to formal scoring criteria, considering the audience, organizing the delivery, and using language to achieve purpose.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
		Incorporate Visuals and Multimedia: SWBAT deliver formal presentations with visual/multimedia components that enhance the meaning and effectiveness of the delivery.	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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Strand	Corresponding Skill Standards	Sample Skill Power Standards	Aligned Common Core Standards
Writing	**Establish a Position**: SWBAT write clear, comprehensive, and analytical thesis statements.	Write a Strong Assertion: SWBAT write a clear, strong assertion that represents a claim that can be defended with evidence (paragraph level).	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
		Write a Defensible Thesis: SWBAT write a clear thesis that represents an assertion that can be defended with evidence (essay level).	
		Write a Comprehensive Thesis: SWBAT write a comprehensive thesis upon which the full extent of claims and evidence can stand.	
		Write an Analytical Thesis: SWBAT write an original and insightful thesis that sets the stage for a larger body of evidence that is more analytical than descriptive.	
	Develop a Body of Support: SWBAT develop bodies of evidence that richly substantiate their thesis statements with relevant facts, examples, and details that are more analytical than descriptive.	Fully Address the Task: SWBAT craft bodies of support that fully and evenly develop provided writing tasks.	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
		Select Appropriate Evidence: SWBAT choose evidence that is valid, credible, largely free of bias, and relevant to the claim they wish to make.	
		Substantiate the Thesis: SWBAT richly substantiate their thesis statement with relevant facts, examples, and details.	
	Organize Writing: SWBAT develop and execute clear, logical, and sophisticated plans of organization for their writing.	Develop a Plan: SWBAT develop clear and logical plans of organization for their writing containing five or more paragraphs that are divided based on clear arguments for substantiating a thesis and that consider the appropriate genre for delivering content.	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Provide a concluding statement or section that follows and supports the argument presented.
		Introduce and Conclude: SWBAT craft sophisticated introductions, as well as insightful conclusions that go beyond merely restating the thesis.	
	Use Convention and Style: SWBAT craft professional writing in accordance with conventions, as well as exhibit sophisticated word choice, sentence structure, and style.	Use Conventions: SWBAT proficiently use the conventions of standard English with regard to spelling, grammar, and usage.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		Carefully Select Words: SWBAT demonstrate a wide-ranging vocabulary by utilizing a precise, varied, and dynamic selection of words that appropriately serves the writing purpose at hand.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		Vary Sentence Structure: SWBAT effectively vary sentence structure and	

		length in order to promote understanding and maintain the interest of the audience.	
	<u>Edit and Revise</u>: SWBAT edit their writing based on conventions, as well as revise their writing based on self-assessment and helpful feedback from others.	<u>Self-Assess and Revise</u>: SWBAT adjust their arguments based on self-assessment.	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
		<u>Incorporate Feedback from Others</u>: SWBAT respond to constructive feedback from peers and teachers by incorporating that feedback into their revisions.	

These skills are intentionally incorporated into the 5-8 curriculum and assessments. See below for an example of how classroom discussion, a key skill focus of the 6th grade curriculum, is introduced and reinforced in curriculum and assessments.

AF Middle School History Program Overview

Classroom Discussion: SWBAT meaningfully contribute to classroom discussions in a way that demonstrates careful consideration of other participants and their viewpoints.	**Speak and Question Clearly and Effectively:** SWBAT contribute meaningfully to the discussion using clear, articulate, and sophisticated speech, as well as professional tone and body language.	6th grade IA cycle 1	6th grade IA cycles 2-3/5	Formal classroom discussion scored via rubric and included in IA1 (caste system); also included in IA2 and 3 discussion rubric
	Keep to the Topic: SWBAT contribute to discussions in a way that contributes to the topic at hand vs. takes the discussion off-topic.	6th grade IA cycle 1	6th grade IA cycle 2-3/5	Formal classroom discussion scored via rubric and included in IA1 (caste system); also included in IA2 and 3 discussion rubric
	Participate without Dominating: SWBAT meaningfully contribute to classroom discussion without dominating those discussions.	6th grade IA cycle 2	6th grade IA cycle 3/3-5, informally in 7th, 8th grade IA cycle 2-5	Formal classroom discussion scored via rubric (enhanced from IA1) and included in IA2 and 3
	Construct Well-Reasoned Arguments: SWBAT base assertions on relevant texts and outside information, providing specific, accurate, and significant references that enhance the discussion.	6th grade IA cycle 2	6th grade IA cycle 3/3-5, informally in 7th, 8th grade IA cycle 2-5	Formal classroom discussion scored via rubric (enhanced from IA1) and included in IA2 and 3
	Incorporate Statements of Others: SWBAT demonstrate careful listening during discussions by meaningfully incorporating the statements of others, as well as summarizing and advancing the discussion when appropriate.	6th grade IA cycle 3	6th grade IA cycle 4-5, informally in 7th, 8th grade IA cycle 2-5	Formal classroom discussion scored via rubric (enhanced from IA1 and 2) and included in IA3
	Address Counterarguments: SWBAT anticipate and addresses critiques of - or challenges to - assertions by providing logical explanations or refutations.	6th grade IA cycle 3	6th grade IA cycle 4-5, informally in 7th, 8th grade IA cycle 2-5	Formal classroom discussion scored via rubric (enhanced from IA1 and 2) and included in IA3
	Demonstrate Openness and Flexibility: SWBAT acknowledge accurate critiques and challenges to their thinking, demonstrating intellectual openness and flexibility by a willingness to shift or change positions.	8th grade IA cycle 2	8th grade IA cycles 3-5	Formal classroom discussion scored via rubric during 8th grade IA cycles 3-5
	Demonstrate Insightfulness and Originality: SWBAT enhance classroom discussion by presenting claims and raising questions that are insightful and original, thereby raising the level of discussion amongst the participants.	8th grade IA cycle 2	8th grade IA cycles 3-5	Formal classroom discussion scored via rubric during 8th grade IA cycles 3-5

The descriptions contained in the following pages provide summaries of the skill focus areas for each grade of History, 5-8.

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5th Grade Skill Focus Areas

Fifth grade is the first time many of our students have had a serious social studies class that lasts the entire year. As a result, it is the first time most students will use maps on a regular basis to get information. As a result, we start out the year very focused on building students' map reading skills and geographic vocabulary. Students learn how to use a variety of maps to find information they need to analyze a location. Eventually, with Mapping Challenge Levels 4 and 5, scholars begin to use that information to predict how humans in that location interact with their environment in the modern world. Although geography is the specific focus of Unit 1, most units begin by learning about the geography of the ancient society we are studying and having students predict what the human-environment interactions will be like in that society. Thus mapping skills are reinforced consistently throughout the year, with multiple opportunities for students to increase their mastery.

Fifth grade is also the first time most students use non-fiction text in order to learn content. This gateway skill is extremely important for students in upper middle school, high school, and college so that they are able to access high-level non-fiction texts in textbooks, articles, and online. It's important from the beginning to develop the habit of mind of setting a purpose for reading in order to read challenging texts successfully. Fifth graders also learn to access a variety of text structures including chronological, main idea/details, and cause and effect. We begin reading for information a few times during Unit 1, although the reading skills are only officially in the scope and sequence for Units 2-5. The goal is that by the end of the year, students will be able to read and annotate a grade level non-fiction text, summarize the main ideas and important details, and use the information to support a claim or answer a question. We begin doing this by introducing main idea in Unit 2. Students learn to annotate a text to note the overarching ideas of each paragraph, and then to synthesize that information into a single sentence. Essentially, students are learning to pick out the author's claim and main purpose for writing. Students also learn how to use text features to help them quickly locate information and to help get a sense of the main idea. In Unit 3 we add the skill of summarizing. Students learn to write cohesive, succinct summaries of non-fiction text by identifying the main idea of the passage and then several supporting details. This requires a new system of annotation as well as thinking through the differences between significant and insignificant details. In Units 4 and 5 we largely focus on applying these main reading skills to increasingly complex texts in order to answer questions about new societies. Students end the year in a research unit where they are required to ask questions, choose resources that they think can answer those questions, and read strategically to take notes on their findings.

Although there are no official writing power standards currently in the fifth grade curriculum, we layer on writing throughout our units, often pairing them with our reading aims. As a result, it's extremely important to work closely with the ELA teachers on your grade team to make sure that your writing instruction is aligned with theirs. The more you are able to practice in history the type of writing and skills that students are learning in ELA, the more successful your students will be at writing about the non-fiction text they read. You will also need to spend less time modeling and can spend more time writing to practice content instead of the opposite way around. In Unit 1, we begin to work with students on crafting evidence and explanation sentences about geography in mapping challenges 4 and 5. In Unit 2, when we start reading regularly in class, we often have an EBQ (evidence-based question) as part of the daily assessment. Students begin to write

both short-response answers and full paragraphs to answer the essential question. At this stage we start refining the explanations students write to tie their evidence back to their claim statements. In Unit 3, students write regularly to show their comprehension of the class readings and particularly learn to read and write paragraphs describing cause and effect relationships. In Unit 4 scholars are honing their reading and writing skills to become more independent writers. At this point it's essential to show students a wide variety of examples and non-examples in order to hone students' basic paragraphing skills and to set them up for writing multi-paragraph assessments at the end of both Units 4 and 5. Students end the year with several opportunities to evaluate their own writing as well as their teammates' to revise and publish a series of research paragraphs about an ancient civilization.

6th Grade Skill Focus Areas

The 6th grade skill focus shifts pretty significantly from 5th grade. 5th grade primarily focuses on map skills, synthesizing non-fiction, and researching. 6th grade does continue to have a large emphasis on non-fiction reading but instead of finding the main idea and summarizing, scholars are now reading to gain information. The majority of lessons will be Reading to Learn structure and the primary skill scholars will focus on is reading a text for a specific purpose and annotating that text in a way that aligns to the purpose question.

The most significant change from 5th grade skills is the introduction of essay writing. 6th grade essay prompts are typically asking for a 5 paragraph essay with an introduction, 2 descriptive informational paragraphs, 1 evidence based paragraph with an argument on the thesis, and a conclusion. Since essay writing is brand new for Social Studies class, scholars need to be guided through the process slowly with as many opportunities for practice as possible. The first unit focuses on understanding the structure of a 5 paragraph essay, breaking down the prompt, and writing the body paragraphs. Unit 2 then adds on the introduction and conclusion. The remainder of the year is constant practice with new content and an increasing level of sophistication in their writing. In order to get as much practice as possible, each power standard has a scaffolded essential question. It is recommended that scholars have an opportunity to write an essay on that scaffolded essential question that aligns to the essay they will be required to write on the IA at the end of the unit.

Finally, 6th grade starts to incorporate discussion and debate skills. On each IA, there is a structured discussion or debate that scholars will participate in. They will be scored on a common rubric and this will be part of their overall IA score. It is suggested that in the preparation for that discussion/debate, teachers focus on 1 or 2 of the skills included on the rubric. Discussion skills can also be incorporated daily in the Reading to Learn lesson structure. Choosing a specific skill to focus on during the "Say" portion of the lesson gives scholars more practice with orally presenting information and a good opportunity for feedback on those skills.

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7th Grade Skill Focus Areas

There is a significant increase in skill rigor from 6th to 7th grade, which takes place in multiple skill areas. First of all, readings become much more difficult with the introduction of primary sources, which most scholars were not exposed to in 6th grade. Comprehension of primary sources through carefully guided questioning and annotation structures like SOAPS is a critical skill to scaffold up throughout the year. Before even diving into documents themselves, scholars need to know the difference between a primary and secondary source, and what the benefits and drawbacks are to using both as historians. Document analysis skills start off at the comprehension level, in which scholars write basic responses about a source using evidence from the source. They must get used to the structure of "Answer—Evidence—Explain" early in the year, and be guided through how to choose the best evidence to support their answer. In Unit 2, they are then introduced to the idea of bias—how to identify it, and how to use their understanding of it to evaluate the credibility of a source. They also begin to compare and contrast sources, and to articulate conceptual links between sources using evidence from both of them. In Unit 3, they then use evidence from more than 2 sources, in preparation for the DBQ essay, which begins in Unit 4. They also will be asked to connect their background knowledge gained in class with sources that they read. In general, these sources are mostly textual, with some political cartoons/drawings as well.

With essay-writing, scholars also see an increase in rigor from 6th grade, in which they wrote their first 5-paragraph social studies essays. The DBQ essay does not appear on an IA until Unit 4, as it is a highly challenging skill for scholars that needs to be scaffolded up to over the course of the year, both through document analysis skills and essay-writing skills. To start, scholars need to be taught how to generate a thesis based on evidence they have brainstormed in response to a prompt. Additionally, they need to be taught how to organize their paragraphs based on claims that support their thesis, with evidence that will support those claims, as well as decide what type of paragraph will best help them support their thesis—descriptive/informational or expository/argumentative. They should be practicing these individual styles of paragraphs on a regular basis during the "Do" section of the Reading to Learn lesson structure. Their evidence needs to be detailed, specific, and substantive, developing a body of support that robustly makes their ideas clear to the reader. One major skill focus that they will be evaluated on in their essays is their justification, or how well they substantiate their thesis—rather than just providing evidence, how well can they explain its significance and how it proves their claim? Finally, by the end of 7th grade, scholars should be able to compose sophisticated introductions and thoughtful conclusions.

Reading for information in secondary sources continues to be a major focus throughout the year, with scholars developing the habits of annotating for a purpose question and identifying the main idea of paragraphs in secondary text. As the year goes on, scholars should be pushed to derive their own annotation purpose based on the aim, content, and previewing of text in front of them.

Finally, although scholars will not be evaluated on their discussion skills for any of their IAs, there are seminars built into each unit that allow for the development of skills that will be critical in 8th grade, high school, and beyond. The first seminars should focus on the basic skills of citing evidence from text and using accountable talk to create a cohesive discussion, and then build up to incorporating the

statements of others into one's comments and skillfully addressing counter-arguments made by others. The goal is for scholars to feel comfortable engaging in meaningful, evidence-based discussion that is collaborative in nature.

8th Grade Skill Focus Areas

8th grade is distinct in that few new skills are pushed in the curriculum. Instead, the course serves as a capstone for students to work toward deep mastery of the skills learned over the course of 5th through 7th grade so that scholars are truly ready for the rigors of high school. It is essential for students to be comfortable with analyzing primary source documents, engaging skillfully in rigorous, text-based seminar discussion, and composing strong document-based essays. Students synthesize these skills in the 8th grade Unit 5 Capstone Project where they perform research, compile their findings, and present them to their peers.

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Program Tenet #3: Intentionally integrate content and skill instruction on a daily basis.

In order to ensure that literacy and social science-related skills remain a key focus in the middle school history program, a number of key curricular structures are in place:

1. Common Core aligned skill aims are identified for every content aim and explicitly identified in the curriculum resource documents (see the 5th column below: Skill Aim).

2. Moreover, skills are integrated with content in the very structure of lesson aims, typically in the form of a "by" statement that follows the content aim (see the highlighted text in the 6th column below: Suggested Integrated Aim).

3. Additionally, primary or secondary source texts are identified for the vast majority of instructional days to ensure that rigorous informational text is at the front and center of instruction (see the highlighted text in the 7th-8th columns below).

Power Standard	Scaffolded Question	Day	Content Aim	Skill Aim	Suggested Integrated Aim	On-level text	Low-level text
8.17 The Road to World War II: SWBAT describe and assess the major causes of WWII.	*Who/what was primarily responsible for World War II?*	16	SWBAT explain how WWI reparations contained in the Treaty of Versailles contributed to the beginning of WWII.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence. Assess how point of view or purpose shapes the content and style of a text.	SWBAT articulate the reasons for German resentment against the terms of the Treaty of Versailles by delineating and analyzing arguments against the Treaty from the perspective of Germans.	See "The Peace that Failed" primary source link (we can whittle this down some more to approximately 1-1.5 pages)	

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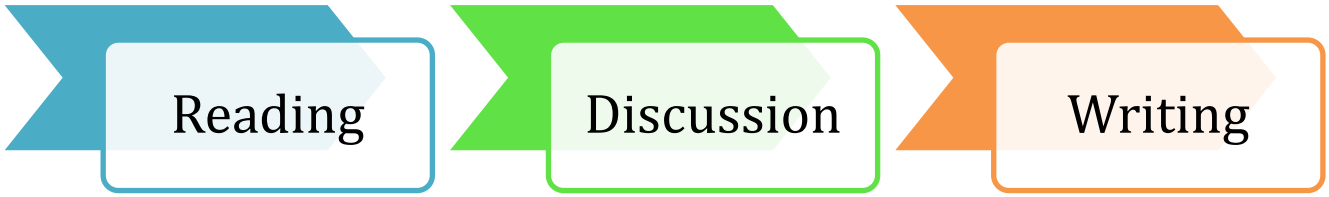
4. Additionally, in order to ensure that the range of literacy skills – reading, speaking and listening, and writing – are incorporated in the curriculum, there are clearly delineated lesson types in the History Program. These include

vi. **Reading to Learn**: Teacher modeling focuses on reading instruction for this lesson type, although reading, speaking and listening, and writing skills are the focus of this lesson type.
vii. **Simulations/Experiential Learning**: Speaking-listening and reading skills are the primary focus of this lesson type, although students also write to take notes and compose a written assessment at the close of the lesson.
viii. **Reading to Write**: Teacher modeling focuses on writing instruction for this lesson type, although reading, speaking and listening, and writing skills are the focus of this lesson type.
ix. **Discussion**: Speaking and listening skills are the primary focus of this lesson type, although students cite textual evidence, record discussion notes prior to and during instruction, and compose written assessments at the end of discussion.
x. **Writing**: Writing skills are the primary focus of this lesson type, although students are citing evidence from texts as they compose on-demand or process-based writing.

Lesson types typically progress over the course of a power standard in the following manner:



One-third to one-half of lessons tend to focus on reading text to acquire information. Once student content understanding has progressed to a certain level, they engage in rigorous text-based discussion in order to grapple with higher-order questions about content (in the form of scaffold essential questions), and then compose an evidence-based written argument as a final performance assessment.

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There are detailed planning guides and lesson planning templates on Better Lesson for each lesson type so that teachers have a clear picture of excellence for how content and skill integration should look for each lesson. Teachers also engage in professional development and ongoing collaborative planning in order to develop the knowledge and skills necessary to both plan and execute these lesson types. See Appendices B and C for a couple lesson planning guide samples.

Program Tenet #4: Encourage rigorous, evidence-based thinking and argumentation grounded in varied primary and secondary source texts

Putting the previous programmatic tenets together,

- Every day of instruction has a content focus, and this focus builds over time toward answering a larger question. In this way, scholars learn both content and transferable concepts.
- Skills are identified for each lesson, integrated with content aims, and paired with texts.
- Lesson types are identified for each day of instruction, and these types progress from reading to discussion to writing.

All of this is organized in curriculum resource documents, entitled Unit Resource Matrices. A snapshot of a fully articulated power standard in 8th grade is shown in the pages below for an example of what this looks like.

Unit of Instruction: 8th Grade Unit 4 – The Great Depression and World War II
Unit Essential Question: At what point is a government responsible for intervening in domestic and foreign crises?
Content Power Standard: 7 8.16 FDR's New Deal - *SWBAT evaluate the arguments for and against FDR's New Deal Program*.
Corresponding Scaffold Essential Questions: *To what extent is the government responsible for intervening in domestic crises such as the Great Depression?*
Corresponding Content Aims Sequence:

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9	SWBAT articulate the philosophy behind and arguments against FDR's New Deal programs.	Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence. Read closely to determine what the text says explicitly and to make logical references from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Citing textual evidence, SWBAT articulate the arguments for and against intensive government intervention in the Great Depression.	History Alive: The United States, chapter 28 *The Roaring Twenties and the Great Depression* (pp. 408-412) + see primary sources link on arguments for and against Great Depression intervention	US History: Civil War to present, chapter 25 *The Great Depression* (pp. 784-785)	**Reading to Learn**. Whereas scholars will delve into historical arguments against the New Deal on Day 12, today is a larger philosophical/framework day (see content notes to the right). As scholars work through the reading, they should be generating notes on the different arguments for and against intensive government intervention in the Great Depression. As a class, scholars should discuss the arguments for and against intensive government intervention in the Great Depression; this discussion/ argument can certainly expand more broadly into the realm of what, in fact, is the appropriate role of government. At the end of class, we suggest having scholars write a summary synthesizing both sides of the argument.
10	SWBAT identify major priority areas of New Deal efforts and evaluate the lasting impact of the following New Deal reforms: FDIC, SEC, and the Social Security Act.	SWBAT extrapolate key information from primary and secondary sources, both in accordance with pre-established questions, i.e. DBQ's, and in accordance with a broader purpose, i.e. compiling research.	SWBAT identify major priority areas of New Deal efforts and describe major New Deal programs including the FDIC, SEC, and the Social Security Act.	History of US: War, Peace, and All That Jazz, chapter 25 *President Roosevelt* (pp.106-110) + Library of Congress Primary Sources (links also above): http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/		**Reading to Learn.** Scholars should complete the pre-reading in History of US to get an overview of the New Deal; since the Hakim text is quite accessible, the work can be placed on students to generate the key teaching points here. Then scholars can dig into the primary sources (see Library of Congress links) to extrapolate key aims-aligned information (model briefly, check for understanding, and then set scholars to work). The discussion should be carefully scaffolded up Bloom's, beginning with identifying the key priority areas of the New Deal reforms, explaining the most important reforms, and then connecting to programs still in place today. A series of multiple choice questions and perhaps a short response question as well should be assigned in order to have a robust content assessment.

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11	SWBAT explain how African Americans and women were affected by the Great Depression and subsequently "left out" of New Deal reforms.	Determine central ideas or themes of a text and analyze their development, and summarize the key supporting details and ideas. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Citing textual evidence, SWBAT explain how African Americans and women were affected by the Great Depression and subsequently "left out" of New Deal reforms.	The New Deal for African Americans and Women handout	**Reading to Learn.** Today is a day for delving deeper into the impact of the New Deal reforms: exactly who did these reforms benefit? Did all Americans benefit, or was this disproportionate depending on race, class, gender, etc.? The "Teach" portion of the lesson can be brief today, since scholars have plenty of background information at this point. After modeling briefly to establish the annotation and notes structure for the reading, provide ample time for scholars to dig into the text. Be sure to also reserve time for discussion, since this material has moral implications. Finally, scholars should compose a robust written assessment with plenty of evidence from the texts.
12	SWBAT assess the major arguments against the New Deal.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence. Assess how point of view or purpose shapes the content and style of a text.	SWBAT assess arguments against the New Deal by delineating and evaluating the argument and specific claims made by Father Coughlin in a 1937 speech.	Father Coughlin Anti-New Deal Speech	**Close Reading**. After some brief historical context about Father Coughlin, play the audio clip once all the way through while students read along with a transcript (I tried to find a transcript but had no luck: we may need to put in the woman/man power to generate this ourselves - I'd suggest providing definitions of key terms like capitalism, communism, and socialism in the margins to save time). Then re-read a key section of the radio broadcast (with text in hand) to model for scholars how to read to delineate a key part of Coughlin's argument. Once the argument is paraphrased, then use evaluation criteria to evaluate the claim (it is based on accurate historical evidence? Is the evidence relevant to the claim? Is there sufficient evidence? Ultimately, are you convinced - why or why not?). Progress through additional gritty reading lesson loops in order to delineate and assess the remainder of Coughlin's key arguments (see content notes to the right for key arguments). For extension homework, scholars could read criticisms of the way that Obama dealt with the recession to draw out similarities and differences in the critiques.

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13	SWBAT evaluate the arguments for and against FDR's New Deal Program.	SWBAT enhance classroom discussion by presenting claims and raising questions that are insightful and original, thereby raising the level of discussion amongst the participants.	SWBAT evaluate arguments for and against FDR's New Deal program by engaging in evidence-based discussion. SWBAT evaluate the extent to which the government is responsible for intervening in domestic crises such as the Great Depression by engaging in evidence-based discussion.	*Assemble key texts from the this power standard and the last for students to reference as supporting evidence. Ideally, students should re-read these and prepare arguments and evidence both for and against the New Deal as homework so that class time can be spent discussing/debating.*	**Discussion/Debate**. We suggest either a structured debate or a Socratic seminar discussion. There are a few key questions to incorporate in seminar/debate today: What were the major arguments for the New Deal? What were the major arguments against the New Deal? To what extent did the New Deal programs effectively deal with the problems of the Great Depression? Ultimately, is the government's responsibility to intervene in domestic crises such as the Great Depression? Why or why not? Towards the end of class, scholars can synthesize the arguments and evidence in a robust paragraph response (we shouldn't engage in too much writing on this exact question since this will serve as the IA4 DBQ prompt).
14	SWBAT evaluate the arguments for and against FDR's New Deal Program.	Cite specific textual evidence to support analysis of primary and secondary sources. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 9. Analyze the relationship between a primary and secondary source on the same topic.	SWBAT evaluate the effectiveness of FDR's New Deal by analyzing a series of documents and outlining a DBQ essay.	Scholars should be referring back to texts and notes from previous classes.	**Writing (DBQ Day 1).** Today's DBQ focus should be on annotating and diagramming the prompt; using a separate DBQ prompt example, model this process for scholars and then have them apply this to today's DBQ with targeted feedback. Then release scholars to read and annotate the documents and then plug key information into their diagrams in order to prepare to write tomorrow's DBQ essay.

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15	SWBAT evaluate the effectiveness of FDR's New Deal by composing and revising the body of a DBQ essay.	a) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SWBAT evaluate the effectiveness of FDR's New Deal by composing and revising the body of a DBQ essay.	Scholars should be referring back to texts and notes from previous classes.	**Writing (DBQ Day 2)**. Within the larger task of composing the DBQ, focus on written justifications/substantiating the thesis. Model with a paragraph from the parallel prompt from yesterday's model, guide students through a paragraph for their DBQ prompt, and then release scholars to independence so that they complete their body paragraphs in a timed setting. Circulate aggressively to provide targeted feedback to scholars, and then reserve the last 10 minutes for whole class evaluation and revision.

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Program Tenet #5: Reconcile multiple and diverse perspectives from the past and present

Civics education is at the heart of preparing our scholars to become future leaders in their communities. Not only must they know about the world, they must also display the character necessary to engage in a complex world. Along with literacy skills and specific social science skills, we have articulated a set of internal skills focused on citizenship:

Traverse Multiple Perspectives: SWBAT increasingly broaden their personal perspectives over time by openly considering conflicting perspectives and displaying tolerance and empathy when appropriate.	**Demonstrate Intellectual Openness:** SWBAT approach novel, ambiguous, and conflicting positions or situations with openness.
	Consider Multiple Perspectives: SWBAT examine events and issues from multiple perspectives.
	Infer Influences and Values: SWBAT identify factors influencing others' opinions and, when appropriate, infer the underlying value positions of those opinions so as to grasp the various ways in which knowledge and beliefs are constructed.
	Display Empathy: SWBAT move beyond intellectual openness to exemplary character by demonstrating empathy when appropriate.

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Solve Complex Problems: SWBAT curiously approach and solve problems through effective planning and flexible application of a variety of strategies.	**Approach Problems with Curiosity:** SWBAT approach complex problems with curiosity and inquisitiveness, as opposed to frustration and close-mindedness.
	Develop Problem Solving Plans: SWBAT develop plans for solving problems that factor in time, location, deadlines, resources, and , when applicable, the strengths of participating group members.
	Apply Multiple Strategies: SWBAT develop and apply strategies, including alternative courses of action, in order to solve complex problems that have no obvious answers.
	Apply Methods-Based Strategies: SWBAT demonstrate competency in a particular discipline by applying methods-based problem solving strategies when necessary.
Collaboration: SWBAT accomplish goals with others in a variety of settings by gracefully interacting with those who represent a diversity of opinions, academic abilities, and backgrounds.	**Listen and Participate Actively:** SWBAT demonstrate active listening by maintaining eye contact, exhibiting attentive body language, and asking clarifying questions; SWBAT demonstrate active participation by incorporating the opinions of others, voicing one's own opinions in a respectful manner, and displaying a general willingness to contribute to the group.
	Coordinate within a Team: SWBAT set goals, organize tasks and materials, and effectively strategize with others in order to accomplish ends in a group [that ideally represents a diversity of academic abilities and backgrounds].
	Be Accountable to Others: SWBAT be accountable to others by completing tasks according to pre-established deadlines, preventatively communicating with others when deadlines cannot be met, and assisting others in accomplishing their goals when appropriate.

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	Gracefully Handle Conflict: SWBAT gracefully handle conflict by diffusing instead of escalating disputes, listening whole-heartedly to opinions opposed to their own, establishing and maintaining healthy personal boundaries (i.e. being personable but not taking things personally).
	Provide and Receive Feedback: SWBAT seek and receive feedback with a fitting balance of humility and persistence, as well as provide insightful, sensitive, and articulate feedback to others.

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The History classroom is a powerful place to address both academic and character skills, and we do this in a number of important ways:

Ways of Embedding Character	Examples
Focus on Powerful Content	*5th Grade*: The Development of Power Hierarchies in Human History *6th Grade*: Comparative Studies of World Religions with Explicit Focus on Tolerance *7th Grade*: Focus on Past and Present Revolutions and Inclusion vs. Exclusion of Groups in History *8th Grade*: Focus on Rights Movements, Including African Americans, Women, Workers, Immigrants, and Native Americans
Ask Big Questions about Big Ideas	Essential Question Samples *Is life necessarily better in more complex forms of political organization? Why or why not?* *What common ground exists between major world religions? Considering this common ground, how can we work together to encourage greater religious tolerance in a diverse world? Is it inevitable that only a few people will have wealth and power, while the rest have much less? Have religious beliefs overall created more good or more harm in the world?* *When is it justifiable to overthrow a government, and by what means?* *What did it mean to be, and who was considered "American" during the era of Westward Expansion?* *How should the era of westward expansion be remembered: as a time of expansion of opportunity or a time of exclusion and suffering?* *To what extent was America a land of opportunity for immigrants at the turn of the 20th century? (8th Grade) At what point is a government responsible for intervening in domestic and foreign crises?*
Examine Content from Multiple Perspectives	▪ Examining Complex Historical Topics and Events from the Perspectives of Various Groups Who Experienced Them ▪ Engaging Directly with Primary Sources and Comparing Different Primary Source Accounts on the Same Topic ▪ Analyzing and Evaluating Arguments on Key Historical Topics and Events ▪ Reconciling Multiple Perspectives into a Balanced Historical Account ▪ Synthesize Learning in Comprehensive Arguments That Account for Multiple Perspectives
Engage in Collaborative Learning and Frequent Discussion	Students engage in some form of talk in every class period, work often with their peers, and engage in extended discussions on complex historical topics.

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Appendix A: Common Core Literacy Standards for History/Social Studies, Grades 5-8

Part 1: Common Core College and Career Anchor Standards

Two essential sets of Common Core State Standards are provided on the following pages. The first set includes the College and Career Readiness (CCR) anchor standards, which are broader standards that anchor the more specific second state of grade band standards. This second set of standards includes the Standards for Literacy in History/Social Studies. These standards are more specific in nature and help to articulate how the CCR standards should live more concretely in the History classroom. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

The Common Core College and Career Anchor Standards for Reading in History/Social Studies include the following:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical references from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development, and summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

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Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

The Common Core College and Career Anchor Standards for Writing in History/Social Studies include the following:

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Part 2: Common Core Literacy Standards for History/Social Studies

The Common Core Standards for Reading in History/Social Studies include the following:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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Integration of Knowledge and Ideas

7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8. Distinguish among fact, opinion, and reasoned judgment in a text.

9. Analyze the relationship between a primary and secondary source on the same topic.

The Common Core Standards for Writing in History/Social Studies include the following:

Text Types and Purposes

1. Write arguments focused on discipline-specific content.

a) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d) Establish and maintain a formal style.
e) Provide a concluding statement or section that follows and supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events or technical processes.

a) Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e) Establish and maintain a formal style and objective tone.
f) Provide a concluding statement or section that follows from and supports the information or explanation presented.

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Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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The Common Core Standards for Reading in History/Social Studies in the 8th grade MS capstone course include the following:

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly.
    a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
    c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
    d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

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Part 3: CCR & CLS Side by Side Comparison

Literacy Domain	Category	College and Career Readiness (CCR) Anchor Standards	Literacy in History/Social Studies Standards
Reading	**Key Ideas and Details**	1. Read closely to determine what the text says explicitly and to make logical references from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development, and summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).
	Craft and Structure	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 5. Describe how a text presents information (e.g., sequentially, comparatively, causally). 6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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Literacy Domain	Category	College and Career Readiness (CCR) Anchor Standards	Literacy in History/Social Studies Standards
Reading	**Integration of Knowledge and Ideas**	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.	7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 8. Distinguish among fact, opinion, and reasoned judgment in a text. 9. Analyze the relationship between a primary and secondary source on the same topic.
	Range of Reading and Level of Text Complexity	10. Read and comprehend complex literary and informational texts independently and proficiently.	

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Writing	**Text Types and Purposes**	1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	1. Write arguments focused on discipline-specific content. a) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d) Establish and maintain a formal style. e) Provide a concluding statement or section that follows and supports the argument presented.
	Text Types and Purposes	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2. Write informative/explanatory texts, including the narration of historical events or technical processes. a) Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style and objective tone. f) Provide a concluding statement or section that follows from and supports the information or
		3. Write narratives to develop real or imagined experiences	

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Writing	**Production and Distribution of Writing**	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis reflection, and research.	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from informational texts to support analysis, reflection, and research.
	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

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Speaking and Listening	**Comprehension and Collaboration**	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	Comprehension and Collaboration	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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Speaking and Listening	**Presentation of Knowledge and Ideas**	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

Part 4: Vertical Articulation of 5-8 Speaking and Listening Standards

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Appendix B: Reading to Learn Lesson Structure

Component	Sub-Component	Notes/Rationale	Plan
Teach	**Activate Prior Knowledge/ Hook**	- ***APR***: Research continues to indicate that this is perhaps the single-most important factor in learning, which relates right back to the importance of background knowledge. - ***Hooks***: Use hooks discriminately if scholars are being introduced to particularly new or foreign material.	• Determine which of these components best fits your purposes: **APR** if you are building on previous content and **hook** if you are introducing new, abstract, or otherwise foreign material. • Be sure to carefully think through the prior knowledge/the hook. With regard to prior knowledge, be aware of how prior knowledge may both *positively* and *negatively* impact, i.e. **distort**, learning. With regard to hooks, think through the **implications**, i.e. try to avoid setting up future misconceptions. • Plan for **efficiency**: this should take three minutes or less. If you feel that more prior knowledge is necessary, assign this as homework for the night before.
	Frontload Key Content	- According to research, if scholars only encounter material through reading (with no instruction beforehand or processing/ application afterwards, they will retain only about 10% of the material. - There is only controversial research backing the use of context clue strategies for learning new words, so be careful not to over-rely on this strategy.	<u>*When determining which material to frontload, consider the following:*</u> - What **new content**/which **concepts** are important enough to highlight/preview ahead of time? - What **new vocabulary** will scholars encounter? Which is the ***most essential***, i.e. aims-aligned, and thereby important to spend time on? Which terms should I simply supply definitions for? - **Read** the text(s) (primary or secondary!) over very carefully. What **misunderstandings** may occur, and what can I do instructionally to ***prevent*** these from happening? <u>*Now think through a notes structure, with the following in mind:*</u> - How can I ensure **efficiency**? If you're asking scholars to take the time copy anything down, be sure it's purposeful! - How can I **structure the notes** to facilitate learning? *Try to match the structure of the notes to the structure of the thinking/content*, e.g. a flow chart for cause and effect, arguments and evidence if you are reading a persuasive speech or court briefing, key terms and details if you are learning a set of new information.

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Read	**Set Reading Purpose & Conduct a Think-Aloud**	1. ***Set a Purpose for Reading***: Explicitly setting the purpose for reading with scholars reinforces the fact that we always read with purpose; this is especially important for nonfiction texts: since there is so much information, we must determine what is and is not important, as based on our purpose for reading (which aligns back to our content aim!)	**<u>Set a Clear Purpose</u>**: The purpose for reading should be as closely **aligned** to the aim as possible and should ideally be stated as a (or a series of) **focus question(s)** for the reading. Moreover, the purpose should be **made explicit to scholars** – it's not a secret! The more they are empowered with this information, the more engaged – and thereby successful - they will be in their own learning. *(Imagine for a moment that someone simply told you to read a challenging text with no context; what would your reaction be?)*
Read	**Set Reading Purpose & Conduct a Think-Aloud, *cont'd***	2. ***Clearly and Efficiently Model a Reading Skill/Strategy***: There is voluminous research to date that underscores the importance of thinking aloud, especially for struggling scholars. Alongside activating prior knowledge, this may be the single most important factor in instructing struggling readers. Yet it's critical that we are clear about a key distinction between showing and telling: avoid confusing explaining, i.e. telling scholars how to comprehend the text, with SHOWING them how to comprehend the text. The latter is the key!	**<u>Clearly and Efficiently Model a Reading Skill/Strategy:</u>** First, you need to *<u>determine which reading strategy you are going to model</u>*. Three major elements should factor into your decision: 1. **Scope and Sequence**: This is more of the long-term planning lens, if you will. What reading skills are prioritized in the S&S/unit/IA? Choose one and then break it down into a small, manageable, high-impact sub-component 2. **The Reading(s)/Aim(s)**: Whichever strategy you model should help scholars access the text(s) at hand and acquire the content needed to master the aim. As you read over the text(s), note your own thinking process – what strategies did you use as a proficient reader/historian (who proficiently navigates through complex primary and secondary source docs)? 3. **Your Scholars:** Now that you've read through the text and determined the reading strategies that you used as a proficient reader, consider your scholars. Which of these would strategies would be most helpful for you to model for your scholars? Note this may vary to some degree depending on the composition of your classes, so you may need to differentiate to meet scholars where they are. Second, once you've determined what you're going to model, you need to *<u>plan HOW you are going to clearly and efficiently model the strategy</u>* for your students. Planning is critical here. All teachers, from those who are new to think-alouds to the pros, need to do some planning ahead of time

			in order to be clear and concise in their modeling. 1. **Work through the Task**: Think thoroughly through what you are asking the scholars to do, physically or mentally making note as you work through the entire text using the strategy. Note where you needed to use the reading skill/strategy and where the text became particularly complex. 2. **Choose a Section of Text to Model**: Choose a short section of the text to model with that appropriately matches the overall complexity of the task. Ideally, you'll be able to do this starting at the beginning of the text, but note that you may not be able to do so since this may be the introduction. 3. **Script Modeling, Create Standard of Excellence**: Script out exactly how you are going to model for the scholars, completing a section of the assignment as a standard of excellence for the assignment. Keep in mind a critical distinction: this is NOT about explaining how to fill out the graphic organizer; it's about SHOWING them how an expert reader/thinker uses the strategy, i.e. making your thinking as a proficient reader/historian transparent to them.

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Component	Sub-Component	Notes/Rationale	Plan
Read	**Check for Understanding**	As well all know, it's vital – both academically and managerially - to get an accurate read whether scholars will be able to independently apply the reading strategy/skill that you modeled for them. At the same time, it's one thing to give air time to the importance of checking for understanding (a la guided practice) and an entirely different phenomenon to put it into practice artfully. This is where teachers and students fall down again and again. How can you strategically plan and execute checks for understanding in a way that creates a real live dialogue of understanding in the classroom? It means that you have to have hawk-like observation and assessment skills to get a rapid and accurate pulse on where students are. It also means that you have to thoughtfully plan key questions and chunks of guided practice… and yet be entirely ready to deter from your original course based on the level of confusion in the classroom in real time. Now that's a challenge!	▪ Allow scholars to ask you **clarifying questions** about what you just modeled; it's key that they have a clear understanding of what you were trying to show them and why it's important. ▪ **Assign** them another **short section** of text to try that matches the difficulty of what you modeled. You can either have scholars complete the guided practice on their own or in pairs; whichever format you choose should be informed by classroom management realities and the complexity of the text, i.e. the more complex the text, the more helpful it will be to strategically pair readers to work through it together. ▪ **Circulate strategically** through the room to check for understanding as scholars work (this is another reason why a structured graphic organizer is important; you need to have some external data point on what they're thinking – otherwise, if scholars are just reading, it's really tough to tell what they're comprehending!). ▪ **Debrief** the practice, sharing exemplary student work and **correcting misunderstandings** (both are equally important: making clear what to do and what NOT to do). The **doc cam** is a great tool here! ▪ ***Based on their performance, determine whether scholars need more guidance or not***. If the amount of **confusion is high** (think red light), take a step back and consider modeling with another section of the text. If the amount of **confusion is moderate** (think yellow light) and there are some clear trends in that confusion, guide students further through a short burst of instruction focused on the work they produced, and then set them to work with another short section of text. Circulate like crazy, debrief again, and assess readiness again. Once the amount of **confusion is mild** (which is normal when something is new and challenging, so think green light), it's time to practice independently.
		This is the place where scholars get to practice applying the	- Once again, conduct a cost-benefit analysis regarding the **format** in which you want scholars to practice. Sustained, successful

	Independent Reading	strategy/skill you've modeled for them and carefully guided them through in the steps above. Lots and lots of sustained, successful practice time is absolutely essential for scholars to be able to internalize these skills/ strategies and apply them proficiently and spontaneously on their own. *(See p. **36-39 and all of Chapter 3 of Marzano** for an abstract of research studies regarding the importance of independent reading.)*	**independent practice** certainly has its benefits for pushing scholars individually, and since they're ultimately going to have to complete assessments on their own, it's important that they're independently capable of doing so. At the same time, **collaborative learning** has its own benefits. As long as they stay on task, scholars can help each other navigate a complex text, push each other to think in new ways, and develop indispensable capacities for productive social interaction. - Also again, the completion of some form of **notes** (usually in the form of a graphic organizer that is intentionally structured based on the content/text structure) will provide **formative assessment** information for you, as well as serve as an important record for students to help them complete the processing and application components that come next.

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Say

There is voluminous research in support of student discussion / verbal processing as a highly effective means of increasing comprehension, understanding, and long-term retention of learning. To generate some backing, I've pulled some direct evidence from a esteemed and familiar thinkers:

Marzano, Robert J. Building Background Knowledge for Academic Achievement. ASCD, 2004.

- "The more times a student processes information, the more likely the students will remember it." Yet sheer repetition is not enough to result in integration of learning into long-term memory; the depth of processing, i.e. going into more detail, and the extent of elaboration that is required, i.e. making new and varied connections, are two critical factors in successful long-term retention. (21-24)
- "An indirect approach designed to enhance academic background knowledge of students would place great emphasis on language interaction." (39)
- "A considerable amount of research and theory indicates that a social environment optimizes learning… facilitating student interaction not only increased the amount of exposure students have to information but also dramatically expands their base of language experience. Additionally, dialogue is apparently a natural consequence of developing expertise on a topic. The more students learn about a topic, the more they have a need to share it with others. (59)

Saphier, John; Gower, Robert. The Skillful Teacher, 5th Ed. RBT, 1997.

- "The more perceptual modes one engages for students – seeing, hearing, moving, touching – the better the learning will be. But in striving to increase the range of perceptual channels made active during learning, be particularly aware of the power of having learners say their learning out loud, and get involved in using it to do something." (254)
- "The most surprising assertion… is the magnitude of the boost in learning retention when "say" is added to the simple input channel of reading… To summarize in your own words, either verbally or in writing, what you have learned in a given experience is a complex cognitive act… [that] create[s] neural networks and deepen[s] memory

First and foremost, for productive verbal processing to happen, *structures need to be put in place that hold students accountable* for staying on topic and being respectful to one another. Here are some guidelines:

- **Accountable talk**: Have an explicit set of norms about what accountable talk looks, sounds, and feels like, as well as what is does NOT look, sound, and feel like.
- **Consequences**: Have a consistent system of consequences in place for when students are not upholding expectations for accountable talk, e.g. "STOP" tool.
- **Equal workload**: Ensure that all students are responsible for contributing, especially as group size increases. One way to do this is to assign specific roles.
- **Clear outcomes**: Marzano writes, "To be effective, group activities must have explicit structure and purpose." (59) As you plan, it is important to get as clear as possible about the purpose of processing questions and activities. As you execute, it is equally important to make those outcomes explicit to students.
- **Public accountability**: As students grow and develop, they are very socially aware of their peers. In order to harness this energy, hold scholars publicly accountable for their work in a supportive and respectful manner.

With structures in place, we can focus on *developing processing structures that enhance mastery, understanding, and long-term retention*. Since we are balancing a number of priorities, it's important to bring each of those to mind:

- **Processing skills**: Processing activities focused on skill application should be focused and discrete, honing in on small subset of a larger skill that will help bring scholars to the next level of proficiency. Processing activities should be grounded in work products - either exemplars (aka standards of excellence) or actual student work products. They should also be focused around explicit criteria for success, i.e. rubric.
- **Processing readings strategies**: In order for struggling readers to develop into successful readers, their metacognitive awareness must be developed so that the strategies that proficient readers use to make meaning from text are explicit and accessible to them. This is important for both academic and motivational reasons and usually takes the form of a reflective conversation. That being said, metacognitive processing activities should not be overused because they rapidly become redundant and lose meaning, so use them strategically and sparingly.
- **Processing content**: On the daily level, this is at the heart of the learning

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Component	Sub-Component	Notes/Rationale	Plan
Do	**Apply**	Saphier states simply, "The 'do' part of this principle means getting students active as soon as possible using the materials in some realistic way." (254) Application of learning serves multiple purposes: ▪ holds students accountable for what they learned ▪ requires significant cognitive effort on the behalf of students to apply what they have learned, thereby increasing the likelihood for long-term retention ▪ ideally simulates how learning is used in "real life"	There are infinite ways to apply content, and our decisions about how we are requiring students to apply their learning should be informed by the aim, power standard, and essential question, i.e. *the application task should match the purpose at hand*. In A Handbook for Classroom Instruction that Works, Marzano et al lay out a series of research-proven formats for applying learning most effectively. These include, but are not limited to the following; if you are interested, I highly recommend you check out the book! 1. **Identifying Similarities and Differences**: comparing, classifying, creating metaphors, and creating analogies 2. **Summarizing** 3. **Nonlinguistic Representations of Knowledge** That being said, very often application will take the form of **writing**: namely, an **assertion-driven, evidence-based** (pulled largely from the day's reading and notes) **paragraph or two** that aligns directly to the content aim for the day.
	Assess	In the data-driven environment in which we work, we have already internalized how important it is for us to have a meaningful way to determine the degree of academic achievement at any point in time. That being said, there are multiple challenges in putting this value into practice. As Grant Wiggins states, "Authentic assessment is the Trojan horse of school reform."	**Obstacles to Avoid:** Although we may know the importance of collective formative assessment data, there are significant obstacles in the way of bringing this value to life. Particularly, many of us fall short of this ideal for two main reasons: 1. ***Pacing***: we don't get to the end of the lesson and therefore do not gather this important information. 2. ***Misalignment***: our assessment is not directly aligned to the aim, thus giving us information, but not the information we need to determine the degree of mastery. **Ways to Assess:** - Sometimes, the **application activity** can also serve as the assessment for the day. - At other times, you will want to create a separate **exit slip** that is intentionally designed to efficiently gather formative assessment about student mastery of the aim. This exit slip will often take the form of a few multiple choice questions followed by a constructed

			response or two. Ideally, the questions **scaffold** in complexity up Bloom's taxonomy in order to provide you insight into where understanding breaks down; this kind of information will allow you to be as strategic as possible in correcting misunderstanding the next day. - At key points in the unit, and as you progress toward the end of the unit, you may want to ask students to restate key **concepts** and the **relationships between concepts** (potentially in the form of a concept map) in their own words. This kind of assessment occurs less frequently, although this does not diminish its importance.

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Appendix C: Student-Centered Debates/Discussions
Detailed Overview and Planning Guide

Step	Principle(s)	Planning Considerations	Planning Outcome(s)
Step 1: Plan the Aim and Assessment	**Corresponding Principle: *Universal Best Planning Practices, i.e. Backwards Design and Outcomes-Based Learning***	**Determine Content Focus:** Consider the EQ or Scaffold EQ that the debate/discussion will culminate in (also check out the corresponding power standard if it helps). Spend some time analyzing this culminating question and imagining a few exemplary responses (there should be more than one, since a debate/ discussion should not drive toward one answer, but instead open up the possibility of multiple stances backed by evidence).	**Draft/revise content aim.**
		Determine Skill Focus: ▪ Check out the S&S/unit plan overview/resource matrix to determine where students should approximately be with their discussion skills. ▪ Reconcile this with the present reality of your classes and individual students: ○ *Is it best to fine-tune existing discussion skills, and if so, in what ways?* ○ *Are students ready to be pushed to the next level, and if so, in what way(s)?* ○ *What differentiation is necessary to ensure that students are engaging within their zones of proximal development?*	**Draft/revise skill aim(s).** **Draft differentiation plan**, but note that this can be enhanced after working through the "Maximizing Participation" section.
		Plan the Assessment ▪ **Consider discussion-based outcomes:** ○ *Based on the skills that you identified (both from the curriculum and based on student needs), what are the appropriate criteria by which to gauge the level of student discussion?* **Consider grade/unit level power standards and rubrics already in place across the History Team**. Modify/specify language/components as necessary, while meeting or exceeding as many grade/unit-level expectations as possible. ○ **Based on the rubric, consider goals for student performance**. *What minimum threshold score should all students be able to meet? What portion of students are ready to be pushed beyond this threshold, and what target score should they aspire to?*	**Select/revise discussion rubric.** **Set student performance goals.**
St	**Co rr es**	**Plan the Assessment, cont'd** ▪ **Consider written outcomes**:	

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		○ ***In most cases, it is important to supplement students' debate/discussion scores with a written assessment***. It is quite difficult to get an accurate assessment of what students know/understand based only on discussion, no matter how thoughtfully the discussion is designed to maximize student participation. Moreover, we as learners know that although it is a significant feat to be able to verbally articulate complex ideas, it takes yet another step to be able to express those complex ideas in clear and coherent writing. While it is also true that most debates/discussions in the history curriculum are followed by a day of writing, gathering a brief writing sample from scholars prior to writing can help to illuminate areas of misunderstanding that students need to clarify before they are able to coherently express their learning. In short, seriously consider a written assessment, even if it means that students complete it in the last 3-5 minutes of class or for homework! ○ ***As a general rule, the written assessment prompt can be a direct restatement of the culminating debate/discussion question.*** The prompt may simply state the question for students to answer, or it may include some additional instructions that require students to cite particular evidence/knowledge in their response (this ensures that the response, although abstract, is still grounded in knowledge and evidence). Moreover, the prompt may require that students reflect upon how their understanding of the question/content increased as a result of the debate/discussion; students may be required, for example, to cite/paraphrase the contributions of one-three other classmates in order to demonstrate the way that peers helped to positively influence their learning.	**Craft the written assessment prompt.**
		Finalize Aim(s): As we all know well, crafting an excellence aim is an iterative process that should be done in tandem with developing the assessment. Now that you have developed your content and skill foci, as well as your assessment, you are ready to finalize your aim(s) for the debate/discussion.	**Finalize the integrated aim.**

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Step 2: Design Scaffolded Discussion Questions	**Corresponding Principles: *The Power of Questioning, Curricular Alignment through the Backwards Design of Questions***	(1) **Begin with the End**: Return to the EQ or Scaffold EQ that the debate/discussion will culminate in. This should serve as the endpoint, or culminating question, in a short series of scaffolded questions. (2) **Review Previous Learning**: Review previous days of instruction over the course of the power standard/unit: if the discussion will culminate in a scaffold EQ, then consider the previous days of instruction within the power standard; if the discussion will culminate in an EQ, then consider previous days of instruction over the course of the unit. *What knowledge is vital to fold into the discussion, thereby grounding the discussion in rigorous historical evidence (and avoiding the flinging about of "fluffy" opinions)?* Make note of key knowledge from the power standard/unit, as this will help to inform the questions you design to scaffold toward the culminating question. (3) **Draft Scaffolded Discussion Questions**: In general, the pattern of scaffolded questions should go from specific to general/concrete to abstract. Stated another way, the discussion questions should begin lower on Bloom's taxonomy, i.e. comprehension/Marzano's Tier 1, progress through the middle regions of Bloom's taxonomy, i.e. application or evaluation/Marzano's Tier 2, and end in the higher regions of Bloom's taxonomy, i.e. evaluation or synthesis/Marzano's Tier 3. Although there are a multitude of question patterns that could fall within this general trend, here are a couple typical patterns that questions can follow: a. **Comprehension→Analysis→Evaluation** b. **Comprehension/Analysis→Evaluation→Synthesis** In terms of the number of questions to plan, the range is typically 2-4 questions within the scope of a 30-40 minute discussion. Any less than two makes it difficult for students to access abstract material, and any more than four typically takes too long and doesn't allow for enough time to discuss the culminating question (thus, preventing the students from arriving at the desired outcome).	**Backwards-design scaffolded discussion questions.**

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Step	Principle(s)	Planning Considerations	Planning Outcome(s)
Step 3: Select Aligned Evidence Chunks and Craft Model Responses	**Corresponding Principle: *Grounding the Discussion in Evidence***	**Select the Strongest Sources of Evidence:** A key factor in a rigorous discussion is grounding arguments/claims in strong and relevant evidence. Thus, it's critical to determine the best sources of evidence for students to use as they prepare for and engage in the discussion. The kind of sources will depend on the nature of the discussion, the age of students, and the curriculum itself. That having been said, there are some general guidelines (but not hard rules) to help with selecting evidence sources: • **In 5th and early 6th grade**, students will mostly likely pull their evidence from graphically organized notes that they pre-create before the debate/discussion or from relatively straightforward secondary source texts or kid-friendly publications (e.g. Junior Scholastic, Time for Kids). • **In late 6th and early 7th grade**, students will most likely pull their evidence from a relatively short selection of primary and secondary sources (textbook selections and kid-friendly publications), class notes, and/or written work that they've done ahead of time to prepare for the discussion. • **In late 7th and 8th grade**, students will most likely pull their evidence from a larger base of primary source texts that they are required to read and analyze independently in preparation for the discussion. Keep these sources in mind as you plan key evidence chunks and model responses (immediately below), as well as determine how students should prepare for the discussion (at the beginning of Step 4).	**Select the Strongest Sources of Evidence**
		Identify and Record Key Evidence Chunks for Each of the Scaffolded Questions: Once you've selected the strongest sources of evidence, use those sources to identify key evidence chunks (phrases, quotes, block quotes) for each of the scaffolded discussion questions. Doing this helps to pressure test the sources of evidence and the questions themselves, as well as provides a way to help students reground the discussion in evidence if the discussion gets off-track or loses momentum. There are many ways to record key evidence chunks, but the key is to make sure that you've done so in a manner that you can easily reference during the discussion. One way of doing this involves annotating the text(s)/pre-creating model student notes, and then recording page numbers with brief captions in the planning template itself that you can use to connect back to the text annotations/notes.	**Record Key Evidence Chunks**
		Create Model Responses for Scaffolded Questions: Once you've identified key evidence chunks, use that evidence to plan 1-3 model responses for	**Create Model**

		each of the scaffolded questions. As you approach the culminating question, keep in mind that there should be multiple stances that students can take (and therefore that you should consider when planning model responses); this is typically the case when Tier 3 (and sometimes Tier 2) questions come into play.	**Responses for Scaffolded Questions**
		Finalize Scaffolded Questions: Since selecting key evidence chunks and writing model responses helps to pressure test the quality of the scaffolded questions themselves, you may have found yourself revising those questions. Be sure to finalize and record revisions at this point if you have made them.	**Finalize Scaffolded Questions**

Step	Principle(s)	Planning Considerations	Planning Outcome(s)
Step 4: Design the Debate/ Discussion Structure	**Corresponding Principle: *Maximizing Participation***	**Student Preparation:** Another key factor in a rigorous discussion is a high degree of preparation. In order to ensure this, it's vital to plan how students should prepare for the discussion. Based on the sources you selected and the key evidence chunks that you identified in Step 3, determine how students should prepare for the discussion: □ *Are there key notes that they should create/review/compile prior to the discussion?* □ *What should they read ahead of time, and how should they annotate the text in order to best prepare for the discussion?* □ *What questions should they consider (and potentially write about) ahead of time in order to ensure that they've done some thinking ahead of time?* □ *How do you plan on holding students accountable for being prepared?*	**Determine how students should prepare for the discussion, and ensure that they do so.**
		Maximizing Student Participation: *Debate/Discussion Formats* Ensuring that all students prepare thoughtfully for the discussion is one major step in the direction of preparing for a successful discussion, but a discussion cannot be declared successful unless student participation in the discussion itself is maximized. Debates/discussion formats are a critical factor to consider here. **Debate/Discussion Formats** As a general principle (though not a hard and fast rule), it is difficult to maximize direct student participation in a discussion of over 12-15 students. When a discussion has more than 15	**Strategically choose a debate/discussion format that maximizes student participation.** **Within the format, group students**

		participants, students have 1-2 opportunities at most to contribute their thoughts (assuming that most students are participating actively), and larger discussions tend to be dominated by a few louder voices. (However, there ARE ways to successfully manage a large group, but for the sake of this particular lesson structure, I am encouraging folks to divide students in smaller groups in order to maximize active thought development among as many students as possible.) Here are some ideas (although certainly not exhaustive) for formatting debates and discussions so that student participation is maximized:
		
		• **Debates**
		  ○ **Debate Teams**: Create smaller (typically heterogeneous) debate teams, either by assigning positions or by allowing groups to democratically choose their position. ALL students in the group should be assigned a particular role in preparing for AND acting in the debate. Moreover, a great way to increase engagement during the debate is to plan in times where groups gather to prepare rebuttals once they've heard the opposing teams' initial arguments. In a similar vein, students who are not directly presenting/debating can be actively taking notes to prepare their second round of argumentation/rebuttals.
		  ○ **Simultaneous Debates**: As students become more independent and more skilled at accurate peer evaluations (and the teacher becomes more comfortable managing complex formats), two to three debates can be managed simultaneously, allowing for even more participation. The teacher can rotate among the debates (or recruit a colleague or coach to help) to ensure the debates are effectively running, as well as employ flip cams to increase the stakes while she/he is not present.
		
		• **Discussions**
		  ○ **Inner and Outer Circle**: A frequently used format for creating smaller discussion groups involves dividing the classroom approximately in half. For half of the discussion, one group actively participates in the inner circle with the other half of the class carefully observes in an accountable manner, e.g. taking structured notes, evaluating/coaching a partner in the inner circle (breaks can be planned so that members in the inner circle have a peer coaching opportunity in the midst of their discussion. For the second half of the discussion, the inner and outer circles switch physical positions and roles.
		  ○ **Simultaneous Discussions**: As students become more independent and more skilled at accurate self/group reflection and self/group management (and the
			thoughtfully.

		teacher becomes more comfortable managing complex formats), multiple discussions (ranging from two to six groups) can be held at the same time, exponentially increasing student participation. The teacher can rotate among the discussions (or recruit a colleague or coach to help) to ensure the discussions are effectively running, as well as employ flip cams to increase the stakes while she/he is not present. Managing the quality of thought in such groupings is a challenge, however, so careful considerations about student readiness (both behaviorally and academically, which can differ throughout the course of a unit or the course of a year) are in order here. **A Note on Grouping:** When forming students into groups, careful consideration of the individual students composing each of the groups is important to ensure that cooperation and learning take place. As a general rule, carefully designed heterogeneous groups tend to work well. However, there are times when some homogenous grouping can be productive, e.g. if the discussion significantly jumps in rigor, more advanced students can be challenged to participate toward the end when particularly challenging questions are posed (usually beyond the scope of the curriculum). (This should not be the "go-to," grouping, however, because it will deprive other students of necessary challenges.)	

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Step	Principle(s)	Planning Considerations	Planning Outcome(s)
Step 4: Design the Debate/ Discussion Structure	**Corresponding Principle: *Maximizing Participation***	**Debate/Discussion Roles** At all times during the discussion, students should have an important participation role: if students are observing a discussion, they should be taking structured notes, evaluating/coaching their peers, or playing some other vital role in strengthening the discussion. More differentiated roles can be assigned as students become more sophisticated at their discussions and new skills can be added into the mix; these roles can also be assigned intentionally to provide extra challenge or raise awareness of particular issues for individual scholars. The following list contains some examples of roles, though it is certainly not exhaustive. If you'd like to learn more, check out *Discussion as a Way of Teaching* (Brookfield and Preskill) and/or surf the web to explore more options. ❖ **participation encourager**(s) to ensure all groups members are participating in a balanced manner ❖ **questioner**(s) who is/are charged with raising intelligent questions to the group (students who are particularly advanced can be challenged to only raise questions) ❖ **connector**(s) who work(s) to integrate contributions across multiple participants (and ideally advance the discussion in doing so) ❖ **summarizer**(s) who pause(s) the discussion to summarize at key points, i.e. to refocus the discussion or to provide a moment of reflection before charging forward ❖ **reflector/facilitator**(s) who pause(s) the discussion at key intervals to return to expectations and help the group to reflect/improve upon the quality of their discussion	**Strategically assign roles to students.**
		Student Accountability As emphasized throughout this section, students should be both behaviorally and academically accountable at all times during a discussion. Expectations should be clearly communicated to students prior to the debate/discussion and captured in a student-friendly rubric which students can use to evaluate themselves and their peers. When students are playing the role of observer, their notes/observations should be graded for quality and accuracy; additional points can be rewarded for student observers who are particularly insightful, and points can be subtracted from student observers who are "cruising" or who are particularly disinterested in	**Plan and communicate crystal clear behavioral and academic expectations.** **Plan to ensure that students are**

		the intelligent ideas of their peers.	**accountable at all times.**

Step	Principle(s)	Planning Considerations	Planning Outcome(s)
Step 5: Align Time to Priorities	**Universal Best Planning Practices, i.e. Backwards Design and Maximizing Instructional Time**	**Assign Times to the Discussion Components:** 1. Take a big step back to ground yourself in the most important discussion outcomes, e.g. the aim, the culminating question, etc. 2. With key priorities in mind, record realistic times to each part of the discussion, being sure to allow time for the most important parts of the discussion. 3. As you assign times, make cuts where necessary.	**Thoughtfully assign times to the various components of the discussion, ensuring alignment between outcomes and time allocation.**